DIAGNOSTIC REVIEW REPORT

FOR

NEWPORT HIGH SCHOOL

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Newport, KY
41071

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KENTUCKY DEPARTMENT OF EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2**

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Stakeholder survey data • Communication Plan • 30-60-90 Day Plan • Purpose Statement • Stakeholder interviews • Advisory Council meeting minutes	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• Stakeholder survey data • CSIP • Meeting agendas • Purpose Statement • Stakeholder interviews • Lesson plans • Advisory Council minutes	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	• CSIP • Stakeholder survey data • 30-60-90 Day Plan • Data Profile • Communication Plan • Stakeholder interviews	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	**Develop and deploy a systematic, comprehensive process for review, revision and communication of the school's vision and mission that includes opportunities for all stakeholders to participate in meaningful ways.**	While the purpose statement is focused on student success in relation to being college and/or career ready, when asked if the school's purpose statement "is formally reviewed and revised with involvement from stakeholders," only 49% of parents and less than 60% of staff agree or strongly agree. The Self-Assessment and interviews revealed that few stakeholder groups were involved in the process. In addition, Advisory Council minutes suggest that the process has not been clearly systematic or documented.

Indicator	Statement	Rationale
1.3	Develop leadership capacity among all staff members to engage and fully participate in continuous improvement planning activities focused on support for student learning.	Staff and principal interviews, 30-60-90 Day Planning, and meeting minutes revealed measurable improvement goals with clear action plans. However, the degree to which a documented, systematic continuous improvement planning process is directly impacting student achievement is not always apparent based on classroom observations and other documentation. Also, the existence of a systematic and documented plan for maintaining data profiles is not fully apparent. The degree to which all stakeholder groups are working collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction is not consistently evident, as reflected in staff survey data.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their

learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	**2**

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	• Advisory Council and school policies • Principal Interview • Teacher and School Handbooks • Stakeholder survey data • Parent Interviews • Teacher Interviews	2
2.2	The governing body operates responsibly and functions effectively.	• Teacher Handbook • Standards Presentation and Principal Interview • Advisory Council and school policies • Stakeholder survey data • Stakeholder interviews	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Roles and Responsibilities of Leadership Document • Principal and staff interviews • Board policies • Advisory Council documents	2

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	• Principal Interview • Student Interviews • Staff Interviews • Classroom observation • Artifact review • Stakeholder survey data	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	• Leadership Team and Advisory Council Meeting Minutes • Principal Interviews • Parent Interviews • Staff Interviews • Stakeholder survey data	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	• Principal Interview • PLC Meeting Agenda • Classroom observations • School report card • Stakeholder survey data • Artifact review	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	**Fully engage the School Advisory Council and other stakeholder groups, especially teachers, in more inclusive and participatory decision-making structures that are charged with the responsibility of drafting and articulating policies and practices that will improve performance as well as the conditions that support learning. Ensure that KDE requirements and expectations for the engagement of the Advisory Council and Superintendent in the review, revision and development of new school policies and practices are fully met.**	Newport High School is in the beginning stages of systemic implementation of policies and practices as evidenced through stakeholder interviews, the Executive Summary, Self-Assessment and Standards Presentation. Some practices and policies that support and promote the purpose and direction of the school have been created by the principal, but these have never been formalized as official policies of the school. There is little evidence that there is a formalized structure for collaborative decision-making or for articulating practices and policies that align with the school's mission. The role of the School Advisory Council in the formulation of new policies or review and revision of existing policies is unclear. Based on Advisory Council meeting minutes, agendas, and teacher interviews, the Council receives reports from leadership without opportunities to provide meaningful input for collaborative decision-making. Artifact reviews and interviews also indicated no district involvement in the process of developing and implementing policies.
2.3	**Develop leadership and governance capacity of the School Advisory Council by engaging them in ongoing meaningful and collaborative review and revision of school policies, practices, etc., focused on improvement of student performance and the conditions that support learning**.	Interviews and documentation did not reveal that the School Advisory Council was engaged in ongoing discussions with school administration about school improvement or review and revision of policies and practices.
2.4	**Develop more effective strategies to encourage, support, and expect all students to be held to high standards in all courses of study.**	30-60-90 and 90-120-180 day plans do not indicate the use of MAP scores, ACT/PLAN and COMPASS scores for improving or differentiating instruction. Low levels of rigor were observed in classroom observations. Classroom observations, interviews and student survey data reveal widely varying teacher expectations and inconsistent application of effective instructional practices. The extent to which students are held to high standards in all courses of study is limited. The existence of learning goals for classrooms, grade levels, teachers, departments and PLC's was not fully evident.

Indicator	Statement	Rationale
2.5	**Develop more effective procedures and processes to communicate with and meaningfully engage stakeholders, especially parents, in accomplishing school goals.**	Although a communication plan exists, it is not implemented consistently. The Self-Assessment, stakeholder interviews, and surveys revealed that parent and student input have not been consistently sought. Teacher, principal and parent interviews indicate that most communication is one-way and made electronically or by using the school's All Call system. Varied and consistent two-way communication between school leadership and stakeholder groups is minimally evident.
2.6	**Refine staff supervision and evaluation processes to ensure (a) regular and consistent implementation, (b) alignment with school purpose and direction, and (c) timely and meaningful feedback focused on improvement of instructional practice.**	Classroom observation data indicates that few classrooms are highly effective in providing engaging and rigorous instruction. Observations reveal a heavy reliance on teacher centered whole group instruction, i.e., lecture, supported with print such as worksheets. Few classrooms provide opportunities for high levels of student engagement through student collaboration, differentiated instruction, and use of technology. Utilizing the results of an effective supervision and evaluation process to monitor and adjust professional practice will positively impact instruction and student success. Principal and teacher interviews and the professional development plans provide evidence that the supervision and evaluation processes are implemented at minimal levels. Little evidence was presented that these plans were established as a result of the supervision and evaluation process.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, and Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	**1.3**

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Student work samples • Lesson plans • Curriculum maps and other supporting documents • Stakeholder survey data • School Self-Assessment • Classroom observations • Stakeholder interviews • School Report Card and student performance data	1
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Lesson plans • Curriculum maps • Student work samples • School Self-Assessment • Stakeholder interviews • Student Interviews • School Report Card and student performance data • Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	- Lesson plans - Stakeholder survey data - Title I Monitoring Summary Report - Self-Assessment Report - School Report Card and student performance data - Classroom observations	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	- Lesson plans - Self-Assessment Report - Classroom observations - Stakeholder interviews - Student performance data - Documentation and artifacts	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	- Artifact review - Lesson plans - Stakeholder surveys - Self-Assessment - Stakeholder interviews - Stakeholder survey data	1

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	- Lesson plans - Student work samples - Stakeholder survey data - Title I Monitoring Summary Report - Stakeholder interviews - Classroom observations - Review of documentation and artifacts	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	- Artifact review - Stakeholder interviews - Stakeholder survey data	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	- Artifact review - Stakeholder interviews - Stakeholder survey data	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	- Attendance program overview - ILP procedures - Stakeholder interviews - Stakeholder survey data	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	- Artifact review - Stakeholder interviews - Staff survey data - Stakeholder survey data	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	- Artifact review - Stakeholder interviews - Stakeholder survey data 30/60/90 Plan	1
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	- Artifact review - Stakeholder survey data - School Self-Assessment - Title I Monitoring Summary Report - School Report Card and student performance data	1

Opportunities for Improvement

Indicator	Statement	Rationale
3.2	**Develop horizontal and vertical curriculum teams to engage in ongoing alignment of the curriculum focused on improved student performance. Implement a continuous process to monitor and provide effective descriptive feedback on lesson plans.**	Interviews and documentation reveal that lesson plans are submitted and some administrative support and monitoring is provided. However, this approach is not systematic and teachers rarely get specific feedback on the quality and content of their lesson plans. Stakeholder interviews, survey data, classroom observations, and document reviews indicate that the school does not ensure consistent reflection on, and appropriate revision of, curriculum, instruction, and assessment practices. Little evidence supports an ongoing curriculum alignment process that translates to more effective instructional practices.

Indicator	Statement	Rationale
3.3	Increase student engagement through instructional practices to ensure achievement of learning expectations including opportunities for student collaboration, self-reflection, application, integration of content and skills, use of technologies as instructional resources and tools, and for fostering multiple learning styles.	Evidence suggests teachers occasionally encourage and promote student collaboration during in-class activities. However, stakeholder interviews, surveys and student performance data indicate that these activities do not always promote higher-order thinking. Students occasionally use technology as resources for learning (e.g., calculators, *TI Inspire*, electronic response systems, tablets and cellphones for Google searches, computers for college credit). While a few teachers attempt to engage students in problem-solving and analytical thinking, most teachers rely heavily on direct instruction and lower-level instructional activities (e.g., copying notes from teacher-read PowerPoint presentations, Bloom's *Remembering* and *Understanding* level questioning, Webb's Depth of Knowledge Level 1 questioning and activities), and all students in individual classrooms receive the same instruction.
3.8	Expand on current communication and community involvement efforts by utilizing a variety of communication systems (e.g., more than E-mail and automated phone system) for school-to-home communication. Implement and regularly evaluate the existing school communication plan to more effectively engage families in their students' education.	The school attempts to engage families in community-related programs, and stakeholder interviews indicated a renewed openness that has fostered improved school-to-home relationships. However, evidence indicates that communication specific to student learning is still lacking. Parents can access the Infinite Campus *Parent Portal*, but no evidence indicates levels of parent understanding of what is seen. Stakeholder surveys and interviews demonstrated a frustration with a perceived singular focus on electronic communication and a need for more variety of communication (e.g., physical "snail mail," school- and teacher-initiated communication relative to student learning).

Indicator	Statement	Rationale
3.9	Expand the current Student Advisory Program (SAP) to form an advisory program in which each student is well known and has an adult advocate for his/her needs regarding learning, thinking, and life skills.	The current advisory program provides opportunities for interaction between staff and small groups of students, but student survey data and interviews suggest that a structure to increase one-to-one interaction is needed for individualization, personalization, and valued student-teacher relationships based on individual student need. About 42% of students in surveys indicated that they agree/strongly agree with the statement, "My school makes sure there is at least one adult that knows me well and shows an interest in my education and future," suggesting that over half the students in the school may not feel they have an adult advocate.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	**2.4**

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	• Stakeholder interviews • Artifacts • Principal Interview • Staff maintenance request records • Review of district staffing policies • School master schedule • Classroom and school observations	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	• Stakeholder interviews • Principal interview • artifacts • School budget and financial records • Classroom and school observations • School policies	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Stakeholder interviews • Stakeholder survey data • Principal Interview • Artifacts • School and classroom observations • Safety and inspection reports	2

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	• Artifacts • Media Services documents • Technology Plan • Stakeholder survey data • Classroom and school observations	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	• Artifacts • Classroom observations • Stakeholder interviews • Principal interview • Survey data	3
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	• Stakeholder interviews • Stakeholder survey data • Artifacts • Services Needs Assessment • School report card and student performance data • Classroom and school observations	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Stakeholder interviews • Artifacts • Services Needs Assessment	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	**Align and ensure instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school by insisting on bell-to-bell instruction.**	Budgets, financial records and stakeholder interviews indicate that the school materials have been purchased and fiscal resources used to provide teachers and students the opportunity to support the purpose and direction of the school. A significant effort to modernize instructional technology has been made. However, classroom observations suggest that there is no clear school-wide expectation for rigorous bell-to-bell instruction. The extent to which instructional time is systematically monitored to ensure that it is fully and effectively utilized is not apparent.
4.3	**Communicate expectations for maintaining facilities, services, and equipment to provide a safe and clean environment for all stakeholders.**	The school safety checklists, cleaning schedules, and monitoring tools indicate a commitment and intention to maintain a safe, clean, and healthy environment. However, few procedures are in place to monitor follow-through and evaluate effective implementation of these commitments. Survey data indicated that only 62% of staff agree/strongly agree that "Our school maintains facilities that support student learning," suggesting that over one-third are ambivalent or disagree that facilities support learning. Only 30% of students surveyed agree/strongly agreed that "the building grounds are safe, clean, and provide a healthy place for learning." Nearly one-fourth, or 23.6%, strongly disagreed with this statement.
4.6	**Consistently communicate availability of services to meet the physical, social, and emotional needs of the students.**	The school has a well-defined list of services based on a needs assessment by the FRYSC. Interviews with students and other stakeholders indicate a degree of uncertainty about how to access services, particularly collegiate applications and scholarships. Artifacts illustrate a listing of services but do not indicate how these services are made available to students. According to survey data, 40% of faculty are ambivalent about or disagree that the school is providing high quality student support services. Nearly one-fourth, 23%, indicated they were ambivalent (neutral) on this issue, suggesting that they either don't know what services are available or cannot evaluate their effectiveness in meeting student needs.

Indicator	Statement	Rationale
4.7	**Evaluate the counseling, referral, education, and career planning services to determine whether student needs are met.**	The school has implemented a needs assessment to determine support service needs. The school engaged students and teachers along with community partners to establish a list of services. However, document reviews and staff interviews indicate that the identified services are not evaluated for impact or improvement.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	**2**

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	• Self- Assessment and Executive Summary • Assessment system document/calendar • Classroom observations • Teacher and principal interviews • School report card and student performance data • 120/150/180 Day plan • Quarterly Reports	2
5.2	Professional and support staffs continuously collect analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	• Self- Assessment and CSIP Executive Summary • 120/150/180 Plan • Fall/Winter MAP Comparison Data • CCR Tracking sheets • Student Goal worksheets • Classroom observations • Quarterly Reports • Stakeholder interviews • Student performance data	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	- Self-Assessment and Executive Summary - MAP data - Bookroom training and use records - Professional development sign-in sheet - PLAN, data-driven decisions PD sign-ins and notes - Teacher and principal interviews	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	- Self-Assessment and Executive Summary 120/150/180 Plans - Stakeholder interviews - Master schedule - Classroom observations - School Report Card and student performance data	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	- Self-Assessment and Executive Summary - Board of education minutes - Student newspaper - Stakeholder interviews - Stakeholder survey data - School website - Communication Plan	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.2	**Design and implement clear practices and procedures for collecting, analyzing and applying learning from all data sources in ways that inform meaningful changes in daily instructional practice based on student progress toward learning objectives.**	While the school regularly collects state- and interim-level assessment data and uses that data to set goals and place students in reading and math intervention groups, artifact reviews and stakeholder interviews suggest that data is not routinely used to make changes in classroom level curriculum or instructional practices. Only one-third (32%) of students surveyed agreed/strongly agreed that, "All of my teachers change their teaching to meet my learning needs," suggesting that students do not perceive that classroom practices and procedures are adjusted regularly.
5.3	**Ensure that all professional and support staff are trained in the evaluation, interpretation, and use of data – especially classroom-level assessment data.**	Interviews and artifact reviews indicate that some staff members have received training in the evaluation, interpretation, and use of data, but many teachers outside of tested areas have not. Little to no professional development has been offered on the effective development and use of learning targets, formative assessment, or instructional adjustments based on classroom-level student performance.
5.4	**Develop and implement school-wide assessment policies and procedures that ensure data from state-, interim-, and classroom-level assessments are used to drive a process of continuous improvement in instructional practices. Establish a professional learning community (PLC) structure to implement these policies, develop school-wide and departmental improvement goals based on multiple levels of data, and create a framework so that school leaders can monitor implementation and progress.**	The school has established practices for gathering and analyzing state- and interim-level assessment data and makes decisions regarding student scheduling using this data. However, artifact reviews and stakeholder interviews indicate few formal policies and practices are in place requiring teachers to use data to make meaningful adjustments in curriculum or teaching practices that ensure verifiable improvement in student learning.

Indicator	Statement	Rationale
5.5	**Expand efforts to monitor and communicate comprehensive information about student learning to include descriptive data about student progress toward specific learning objectives as measured by classroom-level assessment. Include multiple ways of communicating student progress to all stakeholders.**	While leaders monitor state- and interim-level assessment data and communicate school-wide learning goals and outcomes, stakeholder interviews and artifact reviews suggest that leaders do not regularly monitor classroom-level assessments and data about student progress toward specific learning targets. Examine ways to ensure students and parents receive regular, timely reports about classroom-level performance relative to learning targets with descriptive feedback that gives students direction for improving their progress. Parent survey data indicates a desire to see improved communication strategies on the part of the school.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on March 5, 2013 to begin a preliminary examination of Newport High School Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, March 10, 2013 and concluded their work on March 13, 2013.

Newport High School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	2
Site-Based Council Members	1
Teachers and Support Personnel	32
Parents and Community Members	10
Students	41
TOTAL	86

The Diagnostic Review team also conducted classroom observations in 29 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

Newport High School has made a significant effort to raise stakeholder awareness about the need to prepare more students for college and careers. The principal has declared this to be the core mission and purpose of the school and the leadership team has established a system for collecting interim- and state-level assessment data on student performance for goal setting and improvement. A data room has been set up to track student achievement on MAP, EPAS, and other assessments. Teachers are asked to submit lesson plans weekly. Community leaders report a renewed sense of openness on the part of the school to engage in partnership for improvement, and stakeholder interviews indicate that the overall school climate and culture have improved.

However, significant improvements are still needed at Newport High School in the areas of classroom-level curriculum, instruction, and assessment, and in school governance, communication, and professional learning and collaboration.

The school's emphasis on improving test scores has not translated to a meaningful focus on improving instructional practice. While preliminary work has been completed on curriculum mapping for math and language arts/reading, no comprehensive system of deconstructing curricular standards to develop effective, student-friendly learning targets currently exists. The quality and usage of learning targets varies widely from classroom to classroom, and interviews indicate teachers do not fully understand the role and purpose of learning targets for guiding instruction and assessment. School leaders have not created a system to develop high-quality classroom-level formative assessments based on learning targets, or a structure for teachers to collaboratively analyze student work to make immediate instructional adjustments. Classroom observations indicate that most lessons are teacher-centered and lack the qualities of rigorous thinking and high-level student engagement. Interviews and artifact reviews reveal that teachers do not receive timely, systematic, and meaningful feedback on their performance relative to standards of high-quality instruction. Grading practices do not provide a consistent and reliable measure of what students know and are able to do relative to curricular standards or of students' preparedness for success at the next level of learning.

Leaders at Newport High School must make improving daily instruction a top priority by establishing a clear instructional vision, effectively communicating that vision to teachers, providing teachers opportunities to collaboratively work on implementing the vision through a professional learning community structure, and offering focused feedback for improvement and encouragement.

Clear and high expectations for teachers and school leaders must also extend to students and their behavior at the school. While observations suggested that students at Newport High School were mostly well-behaved and compliant with teacher requests, interviews with all stakeholder groups revealed a frustration about a lack of clear and consistent expectations for student behavior in classrooms and hallways. School leaders should work with teams of teachers, parents, and students to articulate a system of school-wide positive behavior management that is monitored and consistently enforced. Unifying the staff around this task could build trust and enhance the learning environment of the school so that more emphasis can be placed on improving teaching practices.

Interviews, observations, document reviews, stakeholder surveys and student performance data all indicate that district leaders have provided an insufficient level of mentoring, monitoring and support to ensure high-quality teaching and high level learning at Newport High School.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction
- School leaders have established the mission and purpose of the school as "Ensuring that all students are college and career ready." Informal input was solicited for the development of the mission/purpose, but no formal structures have been established for collaboratively monitoring implementation or systematically revising the mission/purpose. Classroom observations, interviews, and artifact reviews offer minimal evidence that the mission/purpose impacts daily classroom instruction.   - Stakeholder surveys and interviews with teachers, parents, and students reflect a desire for more consistent communication about student behavior expectations, discipline procedures, professional development planning and follow-through, expectations for teacher responsibilities/performance, and daily routines and schedules to ensure all stakeholders are unified around the school's mission/purpose.

Standard 2 – Governance and Leadership
- Interviews and artifact reviews indicate that school leaders understand the importance of policies and formal procedures, but little effort has been made to formalize the principal's expectations in the form of collaboratively-developed school-wide policies or to communicate expectations to all stakeholders so they may be consistently implemented to for effective day-to-day school operations.   - The degree to which school leaders have fostered strong working relationships with faculty, staff, parents and students and unified them around a clear, common purpose for school improvement is very limited based on interviews, observations, stakeholder survey and student performance results.

Standard 3 – Teaching and Assessing for Learning

- No formal collaborative learning community structure exists to support meaningful professional development centered on curriculum, instruction, and assessment (learning target development, formative assessment, differentiation and individualization, student engagement, and highly-effective, student-centered instructional strategies).
- Observations of many classrooms suggest that teachers do not have high expectations for student learning. Typical lessons are marked by teacher-centered instruction and relatively low levels of student engagement and a lack of higher-ordered thinking.
- Grading practices include measures of many variables besides student mastery of specific content and skills, and therefore are not a reliable and consistent assessment of student learning or preparedness for the next level.
- Evidence suggest that teachers are inadequately providing timely, descriptive feedback to students and parents regarding their progress toward specific learning targets, along with meaningful opportunities to improve their performance and supports to help students who are struggling or enrichments for students who are meeting standards. Such feedback could be part of a regularly-evaluated and updated comprehensive school-wide communication plan to engage parents and students more fully in the learning process and the life of the school.
- Interviews with teachers suggest that school leaders are not providing systematic, timely, individualized feedback and professional development to teachers for improvement and/or encouragement relative to their performance in specific dimensions of highly-effective teaching.

Standard 4 – Resources and Support Systems

- Resources appear to be allocated appropriately to support school improvement efforts. Media and technology resources have been upgraded school-wide and are readily accessible to staff and students. Professional development on the use of new technology has been provided to teachers, though there is great variance in how effectively it is used. However, relatively few examples of student use of technology were observed.
- Through the school-based ABRI team, initial steps have been made toward establishing school-wide expectations for student behavior and discipline data indicates improvements this year. Classroom observations and student interviews reveal a lack of consistent communication and enforcement of expectations. By uniting staff around clear, common expectations, a safer and more orderly environment may be ensured for all stakeholders.
- Programs for supporting the social and emotional needs of students have been assessed and provided but no process for evaluating program effectiveness has been implemented.

Standard 5 – Using Results for Continuous Improvement

- The school has adopted a system of collecting and analyzing interim- and state-level student performance data. A data room displays individual student data and goals for improvement and students who are significantly below standard in reading and math are placed in semester-long intervention courses. The principal communicates school-wide goals for improvement to stakeholders.

- This system of data analysis does not include meaningful efforts to develop and utilize rigorous and effective classroom-level assessment data. No comprehensive effort has been made to translate content standards into student-friendly learning targets that guide daily classroom instruction. Few classrooms utilize common formative assessments to measure student progress toward those learning targets or to inform immediate adjustments in instructional practice. Observations, artifact reviews, and stakeholder interviews suggest that students receive feedback on their progress primarily in the form of grades, and that students are assessed on participation, effort, and other variables besides mastery of actual learning targets.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 29 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Of greatest concern from the ELEOT data are two items with mean ratings of 1.6 with (1) focus on creating progress monitoring systems and (2) effectively utilizing digital learning tools.

Evidence of teachers routinely monitoring student understanding of learning targets and providing feedback was rarely observed. Observers saw inconsistent examples of students responding to teacher feedback to improve their understanding or of teachers probing to assess individual students' mastery of concepts.

ELEOT results indicated that there was little to no observational evidence demonstrating use of technology for deepening teaching and learning. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

The existence of a well-managed learning environment was somewhat evident (mean rating = 2.2) in many classrooms. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Some student "off task" behavior was observed in a few classrooms.

Likewise, a supportive and active learning environment was evident in some classrooms (mean ratings = 2.1). Observers noted some instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences. Students appeared to have a basically positive attitude toward learning and some teachers regularly offered support and assistance to help students understand content, accomplish tasks and participate in prescribed intervention sessions.

Two other items with the lowest ELEOT results focused on creating (1) an environment of high expectations for learning (mean rating = 1.8) and (2) an equitable learning environment in which, for example, students have access to differentiated learning opportunities (mean rating = 1.9. Associated with high expectations, there was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, or were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Associated with an equitable learning environment, there was evidence that students had equal access to classroom discussions, activities, resources and technology. However, a rating of 1.9 for A3, "Knows that rules are fair, clear and consistently applied," suggests that students may be unclear about classroom rules and consequences. Most observations revealed that instruction was primarily direct, teacher-centered, and lecture supported with print materials.

Improvement Priorities

Indicator	Statement	Rationale
1.2	**Develop and implement strategies that will ensure broader stakeholder engagement in (a) building commitment to the school's shared values and beliefs, (b) developing challenging education programs and equitable learning experiences, and (c) building commitment to instructional practices that focus on active student engagement and depth of understanding.**	Stakeholder interviews and related documents reveal that individuals know and understand the purpose statement but are not able to communicate its direct impact on instructional practices. Classroom observations and student interviews reveal that instruction relies heavily on lecture and note taking rather than on active student engagement. In some classrooms, students are expected to apply knowledge and skills, but these expectations are not consistently apparent in every classroom.
2.2	**Engage in activities that will foster capacity of the Advisory Council to effectively lead and carry out its role when reinstated as a Site-Based Decision-Making Council in the future.**	The school has adopted many practices that support and promote the school's purpose and direction, but most of these practices have never been formalized as official policies of the school. Meeting minutes and stakeholder interviews and surveys suggest the Advisory Council is not functioning to provide meaningful participation in school-wide decision making. It is important that the leadership skills of the Advisory Council be developed by engaging them in dialogue about school processes, programs, performance and effectiveness.
3.1	**Develop a plan for meaningful high school-level differentiation of instruction in every classroom that can be consistently monitored, supported, and collegially fostered in Professional Learning Communities. Plan professional learning opportunities for all instructional staff on engaging, research-based instructional practices, and deconstructing standards into student-friendly learning targets. Monitor and support this plan to ensure meaningful, deep professional learning implementation.**	Student performance data, classroom observations, curriculum maps, lesson plans, and stakeholder interviews reflect little evidence to support both challenging and equitable student learning opportunities in individual classrooms, or preparation for next levels of curriculum and instruction. Observations and lesson plans suggest that many current learning targets are based on skills or activities and/or not written in student-friendly terms. Additionally, observations and student interviews indicate learning targets are not consistently and clearly communicated to students in every classroom. Most observation and documentary evidence indicated students in individual classrooms received the same instruction with little or no individualization or differentiation.

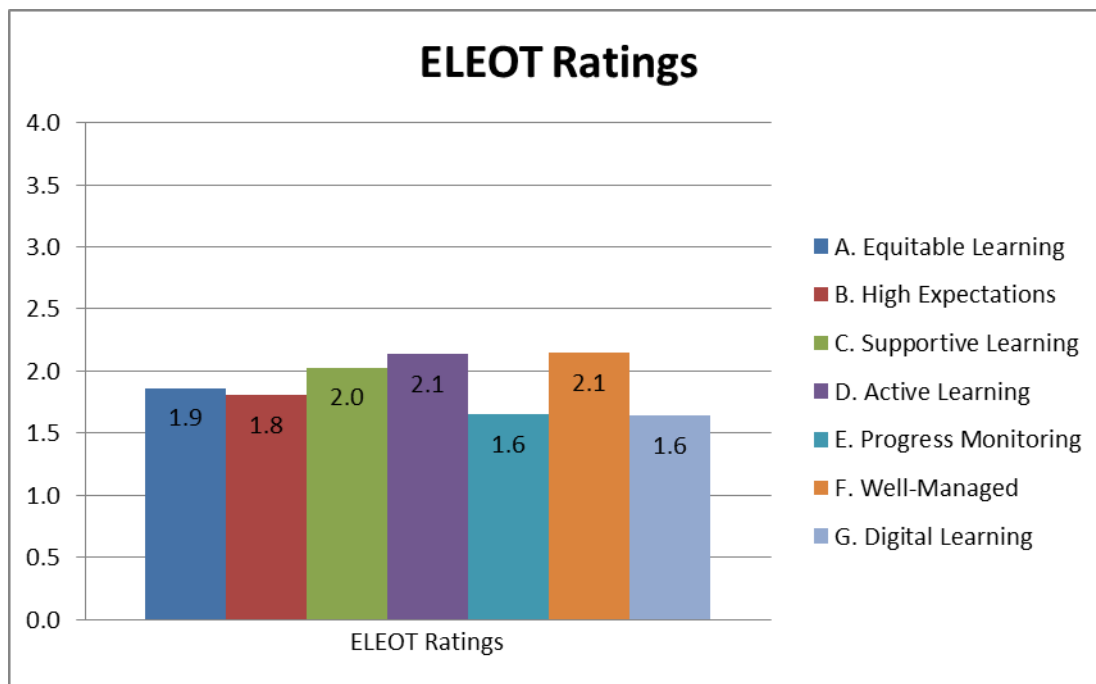| Indicator	Statement	Rationale
3.4	**Revise the walkthrough process using an instrument that encourages only, or primarily, narrative comments to ensure the articulation of meaningful descriptive feedback to improve and enhance instructional practice. Regularly discuss this instrument's purpose in staff meetings. Train instructional staff on appropriate "look-fors" during walkthrough observations, and create a structure conducive to collegial learning walks for the purpose of providing feedback for encouragement.**	Teacher interviews and survey data indicate mistrust between and among administration and some instructional staff. Additionally, little evidence from teacher interviews, surveys, and school documentation exists to support the regular articulation of descriptive walkthrough feedback. The principal expressed a desire for regular collegial walkthrough observations, and one stakeholder interview revealed that these had informally occurred. However, a system to foster and support these walkthroughs does not currently exist.
3.5	**Design and engage in ongoing Professional Learning Community (PLC) professional development to ensure that all appropriate stakeholders internalize PLC tenets. Foster a collaborative school culture by developing school-wide Professional Learning Community (PLC) protocols/norms that ensure all collaborative communities operate according to the same procedures and expectations.**	No evidence from any staff interview, including the principal, or from any documentary source, supports the existence of formal collegial learning communities at Newport High School.
3.6	**Develop a school instructional process that can be consistently implemented in all classes to clearly inform students of learning expectations. Regularly utilize exemplars of high quality work during instruction. Ensure that multiple measures, including the formative assessment process, are provided to inform ongoing modification of teacher instruction and student learning. Further ensure that students are provided specific and immediate descriptive feedback about their learning.**	Classroom observations, stakeholder interviews, curricular documents and lesson plans, school improvement documents, and student performance data reveal limited evidence showing the regular communication of effective descriptive feedback to improve student learning. Additionally, classroom observation, teacher lesson plans, student interviews and survey data provide very little evidence suggesting students are able to view models of good work. Most evidence suggests student feedback is minimal and superficial, communicating little more than an indication of incorrect responses and a final grade with no feedback for improvement or encouragement.

Indicator	Statement	Rationale
3.7	**Establish a new teacher mentoring program centered on highly effective principles of teaching and learning and best instructional practices (e.g., formative assessment processes to foster meaningful teacher instructional adjustment and student learning tactic adjustment; differentiation of instruction and flexible grouping; response to intervention). Provide job-embedded follow-up, and formatively monitor this program for effectiveness.**	An initial teacher mentoring structure exists. While current mentoring/new teacher induction meetings do establish limited, but necessary, procedural teacher expectations, no evidence (e.g., Professional Calendar, Agendas) indicates that mentoring/induction is currently instructionally focused. The Assistant Principal articulated plans to expand mentoring program based on this year's results. The principal articulated a vision for instructional staff "non-negotiables," of which most instructional staff was aware. However, some of the non-negotiables were not visible or could not be monitored (e.g., teach bell to bell, create positive gossip and enforce dress code).
3.10	**Create a grading policy that clearly outlines an expectation that grades are based on content knowledge and skills and are consistent across grade levels and like-courses. Explore procedures that foster effective standards-based grading and reporting. Consider ways to support implementation of standards-based grading through professional development, with job-embedded follow-up, to ensure grades consistently and accurately reflect content knowledge attainment.**	While some observations and stakeholder interviews reveal timely student feedback and an exploration of standards-based grading, most evidence from observations, interviews and document reviews indicates a lack of consistency in grading and reporting measures. Many grades are currently based on compliance activities (e.g., completion grades) and behavioral expectations. Additionally, current district grading policy states that grades should reflect student ability, student effort, and student quality of work.
3.11	**Develop collaborative processes that will ensure the professional development program builds capacity among all professional and support staff, and that the professional l learning program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.**	Little evidence from student performance data, classroom observations, stakeholder interviews, or survey data indicates that professional development has resulted in improved capacity to deliver highly effective instruction that significantly improves student performance. The degree to which data is used to identify teacher learning needs is minimal. It is not apparent from interviews or artifact reviews how school and district walkthrough data is used to drive professional development offerings. Little evidence exists to show that professional development is continuous or evaluated for effectiveness.

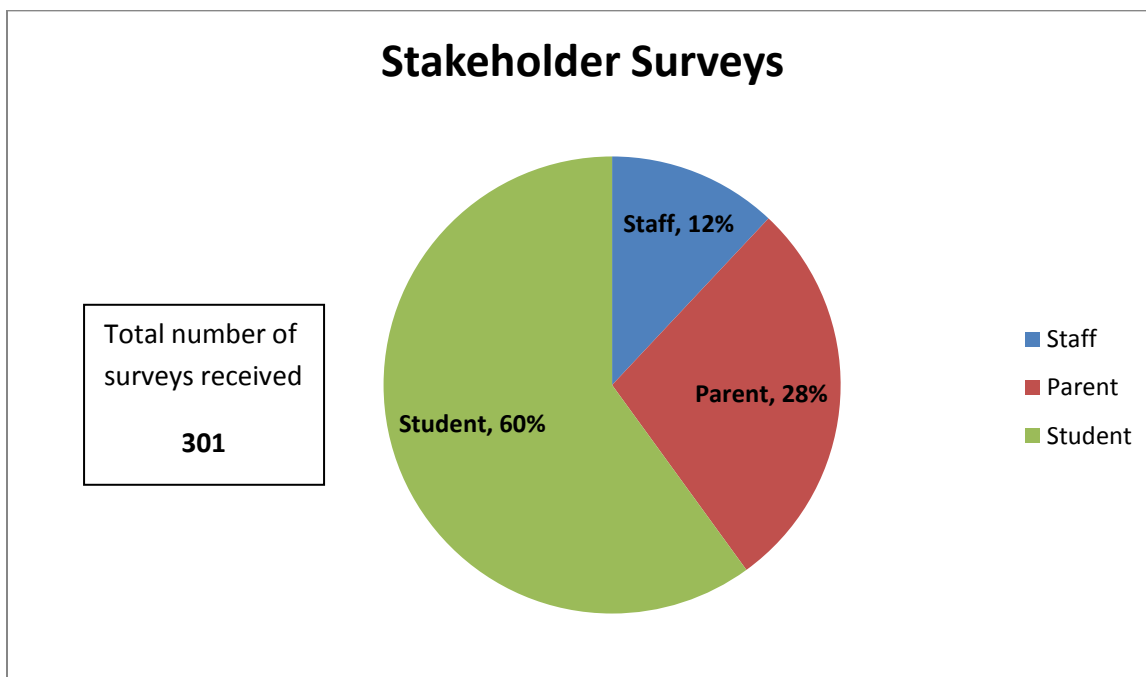| Indicator	Statement	Rationale
3.12	**Monitor, evaluate, and modify reading and math intervention classes to effectively meet individual student needs. Create a scheduling structure that fosters meaningful flexible grouping and allows students to fluidly transition from intervention services as soon as benchmark is met. Provide opportunities for teachers to learn about differentiation and individualization through professional development, job-embedded follow-up, and monitoring for effectiveness. Continue support services for English Language Learner population, and evaluate and expand these services as needed.**	Interviews, artifacts, and classroom observations reveal that unique learning needs of students are not regularly met in and out of the classroom. Reading and math intervention opportunities are now offered and administration is formulating plans for increasing flexibility of entering and exiting intervention classes. However, evidence demonstrating the degree to which these supports meaningfully affect student learning is limited. Some support for the school's English Language Learner population exists, based on interviews with stakeholders.
4.3	**Establish a collaborative process to develop clear and consistently-enforced school-wide expectations for student behavior.**	Through the school-based ABRI team, initial steps have been made toward establishing school-wide expectations for student behavior, and discipline data indicates improvements this year. Classroom observations and student interviews, however, reveal a lack of consistent communication and enforcement of expectations. By uniting staff around clear, common expectations, a safer and more orderly environment may be ensured for all stakeholders.
5.1	**Establish a comprehensive student assessment system that includes classroom-level assessment data.**	The school has established a comprehensive system of gathering and analyzing state- and interim-level assessment data, but classroom observations, stakeholder interviews, and artifact reviews reveal classroom-level assessment practices vary widely among teachers. Without a clear and consistent approach to assessing student work at the classroom level, teachers lack the capacity to make judgments about the alignment of their assessments with curricular targets and to make meaningful adjustments in instructional practices.

Part III: Addenda

Diagnostic Review Visuals

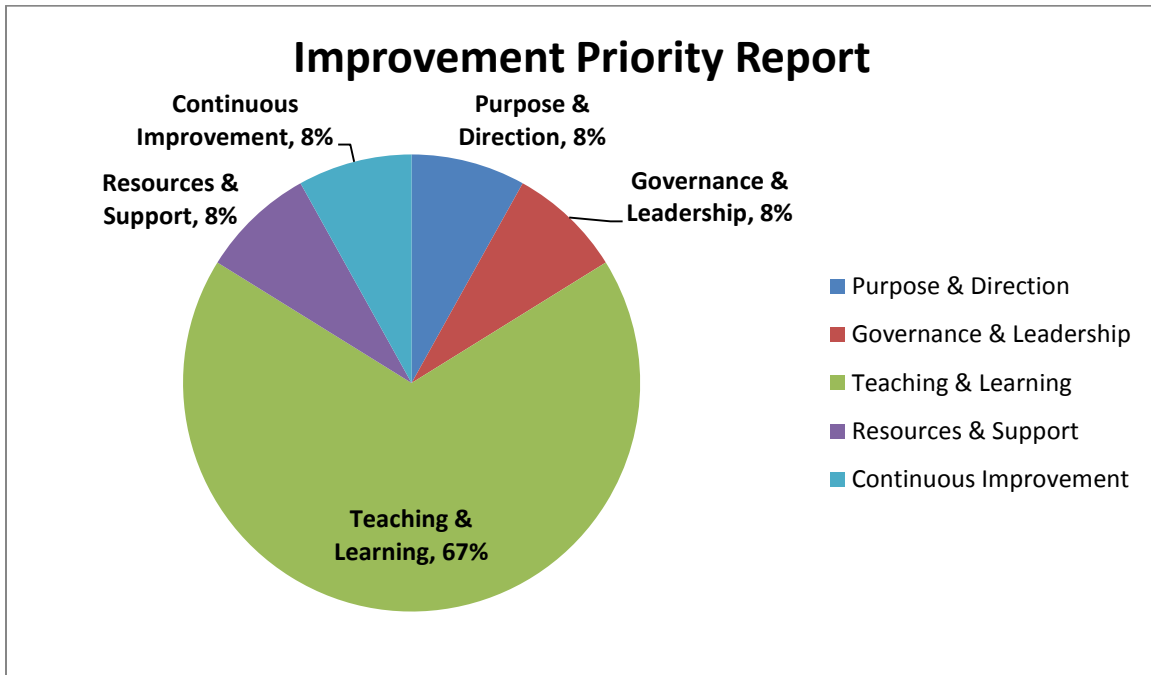Average learning environment ratings
from all observations

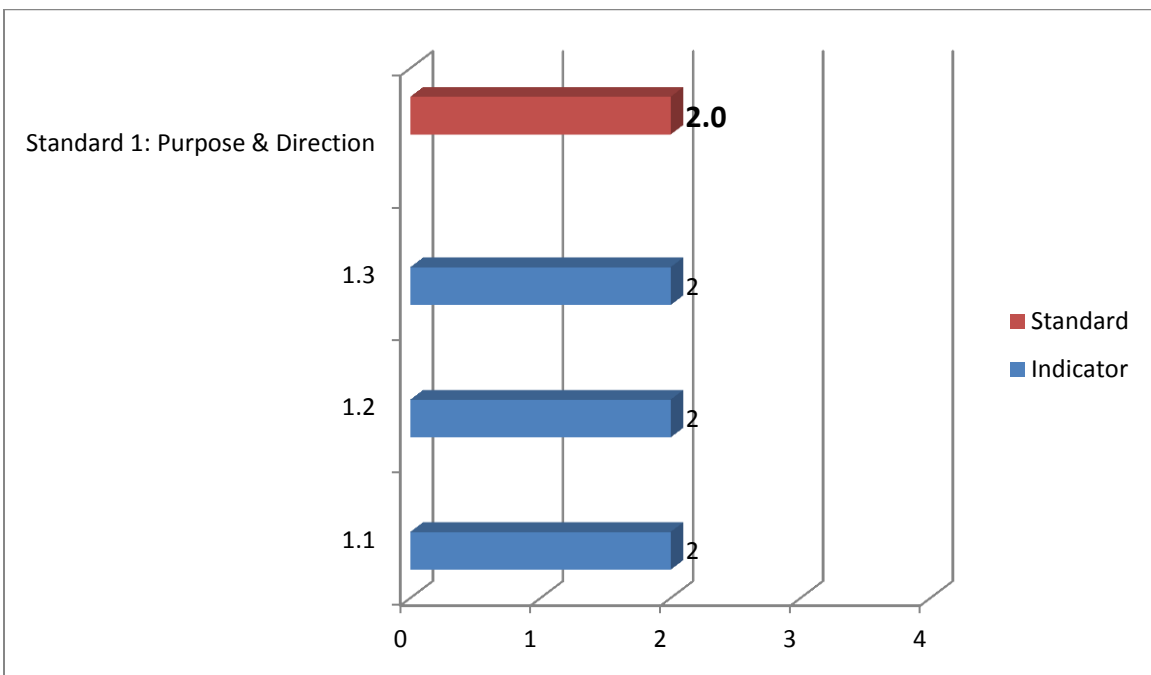Percentages of stakeholder groups
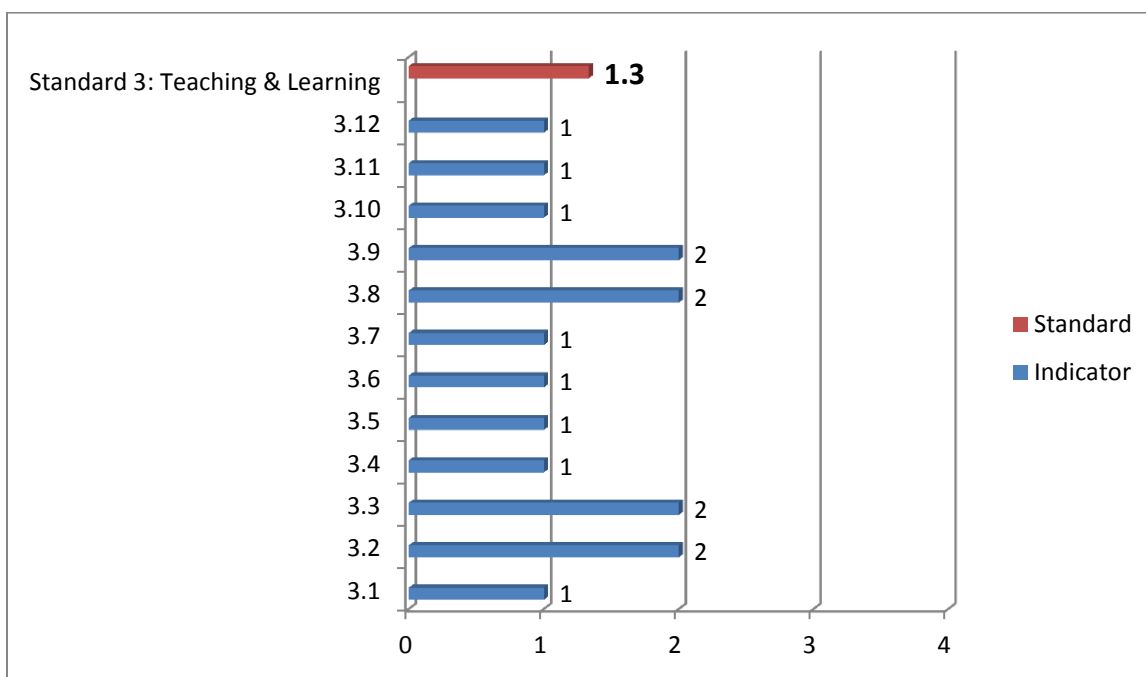that completed the surveys

Stakeholder Surveys

Total number of
surveys received

301

Staff, 12%

Parent, 28%

Student, 60%

■ Staff
■ Parent
■ Student

Self-Assessment performance level ratings

Indicator Assessment Report		
Indicator	*School Rating*	*Review Team Rating*
1.1	2	2
1.2	2	2
1.3	2	2
2.1	2	2
2.2	2	2
2.3	2	2
2.4	2	2
2.5	2	2
2.6	2	2
3.1	2	1
3.2	2	2
3.3	2	2
3.4	2	1
3.5	1	1
3.6	2	1
3.7	2	1
3.8	2	2
3.9	2	2
3.10	2	1
3.11	2	1
3.12	2	1
4.1	3	3
4.2	3	2
4.3	3	2
4.4	3	3
4.5	3	3
4.6	3	2
4.7	3	2
5.1	2	2
5.2	2	2
5.3	2	2
5.4	2	2
5.5	2	2

Percentage of Standards identified as
Improvement Priorities

Improvement Priority Report

- Purpose & Direction
- Governance & Leadership
- Teaching & Learning
- Resources & Support
- Continuous Improvement

Average ratings for each
Standard and its Indicators
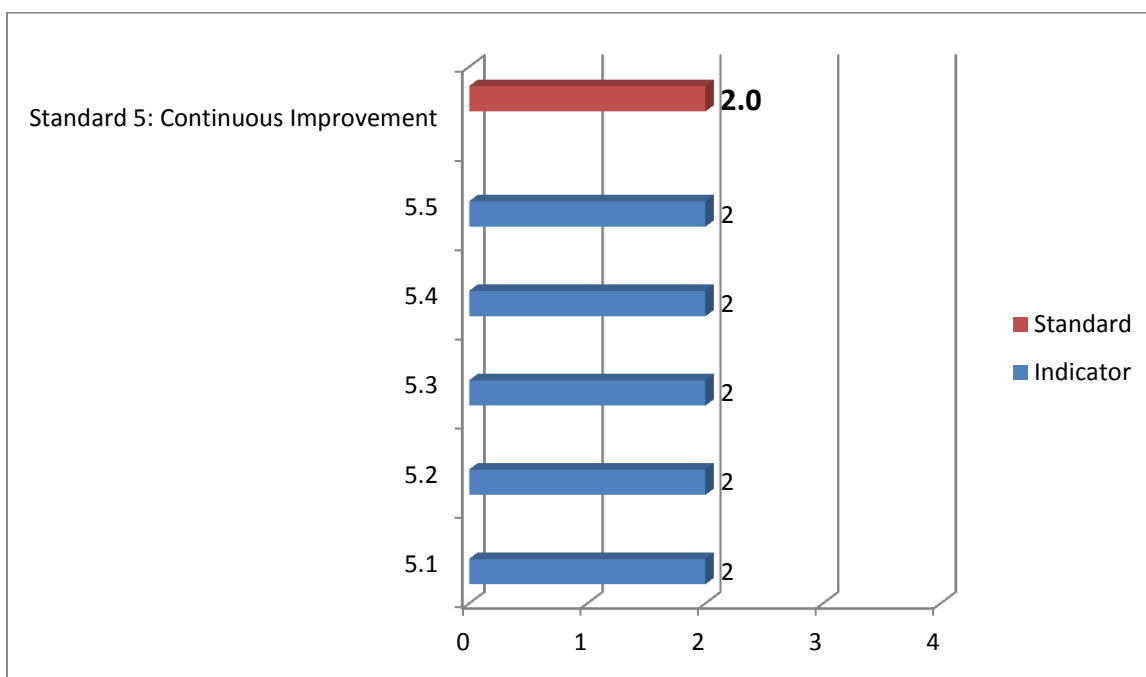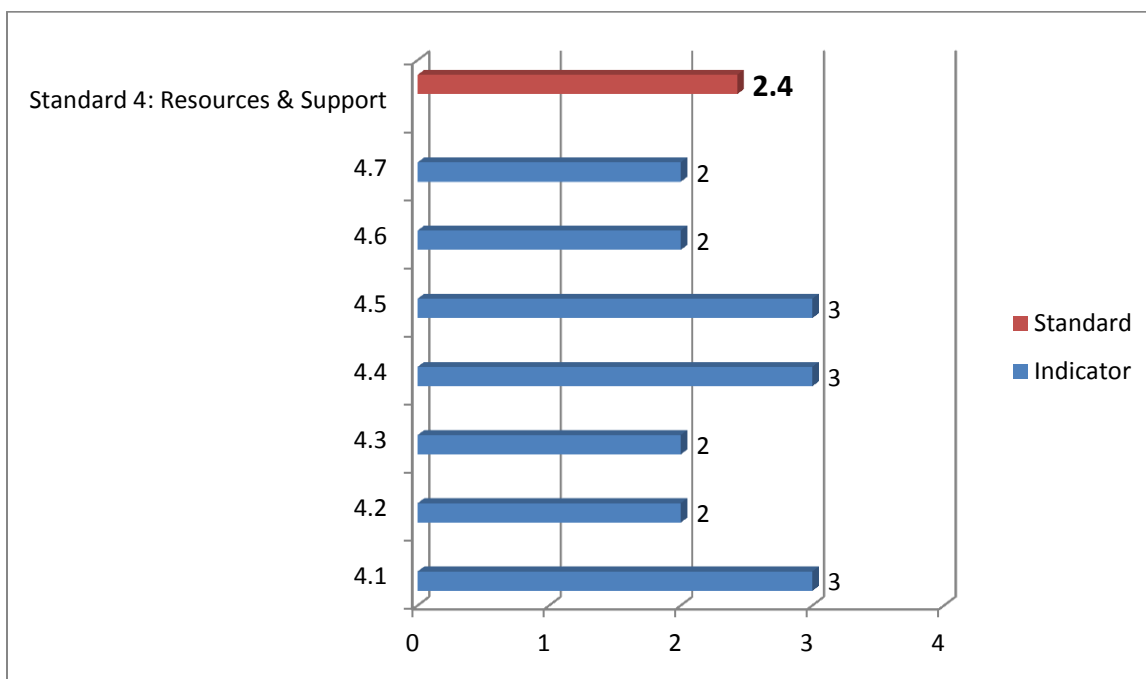
2013 Leadership Assessment/Diagnostic Review Addendum

Deficiency 1:

The principal, school council and district leadership have not created a professional working environment that fosters positive relationships and promotes collaborative decision making.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Stakeholder interviews, relevant documents, leadership meeting agendas, advisory council agendas/minutes, principal presentation, 30-60-90 Day Plan.

Comments:
While the advisory council has been meeting regularly as documented by agendas and minutes, collaborative decision making is not clearly a focus and is not feeding a continuous cycle of improvement. Meeting minutes indicate that these sessions are more focused on administrators sharing updates on the work. Agendas do not signify that member deltas or barriers are addressed at each meeting to feed the continuous improvement cycle. Collaborative learning communities are in the planning stages but have not been deployed with fidelity or consistency. The district office staff has begun "Cabinet Meetings" with Central Office Department Heads and Principals in attendance to provide consistency of practice district-wide and to assist each other in solving school-level issues. District leaders have provided support for the principal in the realm of school management, but not instructional leadership.

Deficiency 2:
The school council has not adopted a comprehensive school specific behavior management plan.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Stakeholder interviews, school-wide and district codes of student conduct, discipline reports and data, classroom observations, Advisory council and ABRI committee meeting agendas/minutes, quarterly reports

Comments:
The principal has asked teachers to establish classroom-level behavioral expectations and guidelines and has utilized frameworks provided by a school-level ABRI (Academic Behavior Response to Intervention) committee to develop a matrix of school-wide expectations and disciplinary processes, especially in regards to behavior in common areas. Professional development on Harry Wong's *The First Days of School* was provided to support these efforts. Teachers are encouraged to make positive behavioral referrals to recognize students for successfully meeting expectations. Data and interviews indicate that disciplinary referrals have declined relative to previous years.

However, interviews with students, parents, and teachers revealed a lack of clear, common, consistently-enforced expectations for student behavior regarding dress code, classroom disruptions, and other disciplinary concerns. Interviews with students, parents, and teachers suggest that the inconsistency of expectations from classroom to classroom and across the building undermines the overall learning climate of the school. Further work at establishing, communicating, monitoring, and evaluating school-wide behavior expectations is needed.

Deficiency 3:
The principal has not provided teachers with the leadership and support necessary to ensure they intentionally use instructional strategies, learning activities and rigorous assessments that meet the learning needs of the diverse population at Newport High School.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Stakeholder interviews, classroom observations, teacher lesson plans, artifact review

Comments:
The principal has taken initial steps toward providing teachers with support for using instructional strategies, learning activities, and rigorous assessments that meet the learning needs of the diverse population of the school:

- Early release days provide an opportunity for job-embedded professional development, especially regarding the use of new instructional technologies which have been updated school wide.
- All teachers were summatively evaluated during 2011-2012.
- A system of school and district walkthroughs has been established, which can provide routine feedback on teacher performance. Overall walkthrough data is shared with faculty and trends and patterns are identified.
- Teachers are expected to submit lesson plans weekly.

However, classroom observations reveal predominately teacher-focused instructional strategies and a general lack of rigor and high expectations. Teacher interviews indicate they receive minimal constructive, timely, or meaningful feedback from walkthroughs or on submitted lesson plans regarding their overall performance relative to characteristics of highly-effective teaching. Observations and artifact reviews indicate no system for the development of learning targets or quality, classroom-level formative assessments that inform regular instructional adjustments.

Deficiency 4:
The principal and school council have not created a professional learning community that supports collaboration between and among staff and leadership.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Stakeholder interviews, meeting agendas/minutes, principal presentation

Comments:

While the advisory council has been meeting regularly as documented by agendas and minutes, collaborative decision making is not clearly a focus and is not feeding a continuous cycle of improvement. Meeting minutes indicate that these sessions are more focused on administrators sharing updates on the work. Agendas do not signify that member deltas or barriers are addressed at each meeting to inform long-term improvement efforts. Ad hoc (curriculum, ABRI) and standing committees (department chairs) provide a partial mechanism for shared leadership, governance, and communication. Some departments informally function in collaborative ways.

Most decisions, however, are made by the school administrative team with little input or collaborative development by other stakeholders. No mechanisms for meaningful faculty collaboration around the work of improving curriculum, instruction, or assessment exist. While tentative steps have been taken to provide common planning time for subject area teachers in next year's master schedule, no steps have been taken to establish professional learning community structures that might effectively utilize common planning.

Deficiency 5:
The principal and school council have not established a system to ensure data are used to drive decisions and to monitor student progress toward academic proficiency.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
30-60-90 Plan, classroom observations, principal presentation, student achievement data, Data Room, stakeholder interviews, master schedule, school newsletter, artifact review

Comments:
The school has adopted a system of collecting and analyzing interim- and state-level student performance data. A data room displays individual student data and goals for improvement and students who are significantly below standard in reading and math are placed in semester-long intervention courses. The principal communicates school-wide goals for improvement to stakeholders. Some students are familiar with their own test score data and improvement goals.

However, this system of data analysis does not include meaningful efforts to develop and utilize rigorous and effective classroom-level assessment data, nor does the school's use of interim- and state-level data shape daily teaching practices. No comprehensive effort has been made to translate content standards into student-friendly learning targets that guide day-to-day classroom instruction. Few classrooms utilize common formative assessments to measure student progress toward those learning targets or to inform immediate adjustments in instructional practice. Observations, artifact reviews, and stakeholder interviews suggest that students receive feedback on their progress primarily in the form of grades, and that students are assessed on participation, effort, and other variables besides mastery of actual learning targets.

The school should expand its efforts at gathering and analyzing student performance data to include meaningful and well-crafted classroom-level assessments that can inform instructional adjustments. Grading policies should reflect a more consistent measure of student progress toward specific content standards.

Deficiency 6:
The principal and school council do not foster a culture of high academic and behavioral expectations for all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Stakeholder interviews, classroom observations, quarterly report, 30-60-90 Day Plan, student post-graduation transition data, artifact review

Comments:
The principal has established a purpose and mission for the school around the goal that all students should be college and career ready by graduation. This sense of purpose informs his efforts in a number of ways:

- The principal engages teachers in regularly collecting and analyzing interim- (MAP) and state-level (EPAS, EOC, etc.) assessment data and setting school-wide goals for improving student performance.
- Students who are significantly performing below grade level in reading and math are scheduled for semester-long intervention classes.
- The school has established an expectation that students who are failing any class must attend Extended School Services and are encouraged to participate in credit recovery if they have failed a course.
- Interviews with parents and students indicate that the school contacts families when students are performing poorly in class.
- Several students are enrolled in dual-credit college courses and in college-readiness/test preparation programs.

However, classroom observations reveal predominately teacher-focused instructional strategies and a general lack of rigor and high expectations. Interviews with parents, students, and teachers indicate a lack of clear, common, and consistently-enforced school-wide behavioral expectations.

Newport High School Diagnostic Review Team Schedule

SUNDAY

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	conference room of other private work area that can be designated for team use during the three day on-site review	
9:00– 9:15	Break		Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview		Diagnostic Review Team Members
10:15– 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		Diagnostic Review Team Members

11:45 – 4:00	school and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
	Small group (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. community partners (if any)		Diagnostic Review Team Members (working in pairs or as individuals)
	Begin review of artifacts and documentation		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 • Review findings from Monday • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

Tuesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	school and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing	Hotel Conference Room	Diagnostic Review Team Members

	assignments) • Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as though exceeding expectations and why. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		

Wednesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding		Diagnostic Review Team

	the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.		

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Newport High School

Newport Independent Public Schools

3/10/2013 – 3/13/2013

The members of the Newport High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Newport High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Newport High School.

Principal, Newport High School

_____Date:_____

Superintendent, Newport Independent Public Schools

_____Date:_____